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ABSTRACT

Guidelines and about 160 references that may assist local New York State school districts develop programs for the gifted cover the following seven program components: planning, the district's philosophy and definition of gifted, identification, programming (curricula and instruction), teacher selection and education, promoting awareness of gifted education, and program evaluation. The definition of a gifted student will affect all the other components. The identification process involves screening, referral, determining whether a child is gifted according to state and local criteria, and notification of parents. A chart is presented that outlines common program management options and suggestions for each option (e.g., pullout program, cluster grouping, acceleration, homogeneous grouping, gifted student in the regular classroom and mentor program). Criteria for selection and retention of instructional personnel and steps in determining the purposes and requirements of program evaluation are outlined. The references, which are found in the Gifted and Talented Resource Collection, are identified by title, author, source, and date (1972-1981) pagination, and subject terms. References are organized into the same seven program components. (SEW)

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GIFTED & TALENTED

LOCAL GUIDELINES FOR EDUCATING GIFTED STUDENTS

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THE STATE EDUCATION DEPARTMENT
EDUCATION FOR THE GIFTED AND TALENTED
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LOCAL GUIDELINES FOR EDUCATING GIFTED STUDENTS

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Preface

Educational programs for the gifted* are rapidly expanding in New York State. However, there is great variation in program-implementation strategies, especially in the areas of definition, identification, programming, and evaluation. Therefore, these guidelines are written for local educators concerned with developing and/or improving programs for the gifted.

Over the last decade, two statewide surveys documented the condition of education for the gifted. Both surveys (i.e., 1974-75 and 1977-78) revealed local shortcomings in policy, planning, identification, and programming. In 1976, the Regents published a position paper entitled Educating the Gifted and Talented in New York State. This position paper had ten specific recommendations for improving education of the gifted. Several recommendations resulted in immediate action while others continue to guide local program efforts. Recently formula aid became available for gifted students. The availability of State aid provides further impetus to the development of these guidelines.

The definition of giftedness plays a critical role in all aspects of program planning and the provision of services for the gifted. A definition can be found in:

Chapter 740 of the Laws of 1982
New Article 90 to Education Law
(Sections 4451 through 4453)
Effective September 1, 1982

4452 (1.a) Definition. As used in this article, the term "gifted pupils" shall mean those pupils who show evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts. Such definition shall include those pupils who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential.

There are gifted students throughout New York State. These students should be identified and their development encouraged. Every effort should be made to include gifted students who might be overlooked because of economic deprivation, gender, handicapping conditions, language, living environments, ethnicity, race, and underachievement.

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*"Gifted," as used here, encompasses the variety of concepts inherent in the terms "gifted" and "talented."

Programs for gifted students should provide for the development of ethical sensitivity, social responsibility, and leadership. Educating the gifted will then not only increase individual accomplishment, but will also benefit society.

These guidelines will help school districts' staffs to improve the education of the gifted. In support of this position, the State Plan for Education of Gifted Students will be designed to complement all components of the local Guidelines. Such coordination will help improve the delivery of high quality education to gifted students throughout New York State.

GUIDELINES FOR EDUCATING GIFTED STUDENTS

Introduction

These Guidelines will help local school districts to develop and implement programs for the gifted. The Guidelines make general recommendations in all major phases of program planning, from identification to program evaluation. Each district should establish a committee to develop a plan for educating its gifted students. This committee should be helped by a community advisory group in order to maintain program balance and community awareness.

These Guidelines should be used for planning district programs for the gifted. The Guidelines include the following major components:

I. Planning
II. District's Philosophy and Definition of Gifted
III. Identification
IV. Programming (Curricula and Instruction)
V. Teacher Selection and Education
VI. Communication and Awareness
VII. Program Evaluation

Although there are numerous approaches to each of the above program areas, the Guidelines will help districts establish an overall position on education for gifted students. The definition of a gifted student is a critical component of this philosophy, because the definition affects subsequent identification procedures, programming, teacher selection and training, and program evaluation.

An addendum (See page 20.) to the Guidelines will help districts to find reference materials to develop their programs. The reference materials in the Addendum are organized according to the major sections of the Guidelines. The materials are available from the Gifted and Talented Resource Collection at the Educational Programs and Studies Information Service (EPSIS), New York State Education Department, Room 209 EB, Albany, New York 12234. (518 474-3759)

Planning

Each district ought to establish a broadly representative committee to write the district's plan for educating the gifted. This committee should include administrators, teachers, parents, and students. This planning committee should work closely with the community advisory group. (For more information on the community advisory group, see Communication and Awareness, page 13.) The planning committee should:

- o Seek Board approval to develop a plan
- o Develop a timeline and budget for development of the plan
- o Assess the needs of gifted students
- o Write the plan
- o Disseminate the plan and seek approval to implement a program

Ideally, the final district plan should be well organized and include the following major sections:

I. District's Philosophy and Definition of Gifted*
II. Program Goals and Objectives
III. Identification Procedures*
IV. Programming (Curricula and Instruction)*
V. Program Evaluation Procedures*
VI. Teacher Selection and Education*
VII. Program Management
  A. Roles and Responsibilities
  B. Communication and Awareness*
  C. Budget, Facilities, and Supplies
VIII. Timeline for Activities

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*The asterisked sections (I, III, IV, V, VI, and VII.B) are specifically dealt with in the Guidelines, and these sections should help the district to develop its local plan.

District's Philosophy and Definition of Gifted

In January, 1976 the Regents issued Position Paper No. 23, "Educating the Gifted and Talented in New York State," stating a policy and proposed actions. To date, many recommendations made in Position Paper No. 23 have already effected improvements in education for the gifted throughout New York State. The following statements are indicative of the State's position as stated in this Paper.

> *Because these pupils have the ability to make rich contributions to our culture and society, developing their individual abilities and building on their unique strengths becomes a matter of great importance. (p. 4)*

> *As a group, they constitute an unidentified minority that cuts across all economic, social, racial and cultural segments of society. They can be found at all ages, in all occupations and in both sexes. (p. 5)*

Additionally, it is the position of the Regents that the quality of "giftedness" can occur in varied ways, may emerge at different developmental stages, and must be assessed by trained staff on a periodic basis, K-12.

Independent of the form in which it appears (in the arts or in academic, intellectual, or vocational areas), giftedness is often accompanied by such traits as independence, originality of thought, task commitment, creativity, curiosity, and skepticism, as well as depth of understanding, quickness to learn, intense concentration, and exceptional skill at communication.

Using the State definition as a guideline, school districts should build their programs for gifted students upon a board-approved definition of what that district means by "giftedness." Based on this definition, the identification procedures, the goals and objectives, the curriculum, and the evaluation strategies will be formulated -- all should follow logically from the definition and be consistent with its intent.

Gifted children may require more challenging programs and/or services beyond those normally provided by the regular school program in order to realize their potential and to contribute significantly to society. Programs for gifted students should encourage development of ethical sensitivity, social responsibility, and leadership.

Identification

In establishing a methodology for identifying gifted students, districts should avoid labeling children as "gifted" or "not gifted." Such labels are useful only in the sense that they (a) create an awareness that some students have exceptional abilities which differentiate them from other students and (b) suggest some characteristics of gifted children which should be considered in planning education programs for those children. Identification should include initial screening, followed by selective referral and final assessment. Throughout the identification process, districts should give careful attention to the use of multiple criteria. The use of multiple screening and assessment devices diminishes biased identification due to gender, race, ethnicity, economic deprivation, handicapping conditions, rural or urban living environments, and cultural and language differences. The districts should make an effort to screen and assess commonly overlooked students from differing cultural, ethnic, language and racial groups. Further, gifted students have multi-faceted capabilities that can only be identified using multiple criteria and multiple sources (e.g., parents, IQ scores).

The procedures and techniques of the local identification process should be incorporated into the district's plan for gifted students. Identification data should include documentation by gender, race, ethnicity, grade, and building of all students in the following groups: (1) screening group, (2) referral group, (3) students identified as gifted, and (4) students receiving instruction in the program for the gifted.

Screening

According to Part 117 of the amendment to the regulations of the Commissioner of Education, pursuant to Sections 207 and 3208 of the Education Law, every new entrant to school must be screened for possible giftedness. A new entrant is defined as "... a pupil entering the New York State public school system for the first time, or reentering a New York State public school with no available record of prior screening." Accordingly, a pupil "... who is possibly gifted shall mean a pupil who on the basis of diagnostic screening appears to meet the definition of gifted and talented," as referenced in the preface of this document. Each pupil identified as possibly gifted must be ". . . reported to the superintendent of schools no later than 15 calendar days after completion of such screening. Such referral shall be accompanied by the report of such screening."

Screening is the first step in the identification process. All students in a district should be screened and considered for referral for final assessment. Screening procedures should reflect concern for the performance areas listed in the State's definition of giftedness. These include evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts.

In addition to screening for new entrants, the school should develop a process for further periodic screening across all grade levels to insure the identification of those children whose giftedness was not identified at the time of the required initial screening.

Screening data should be obtained from a variety of sources, which may include:

- o group or individual intelligence tests
- o achievement tests
- o aptitude tests
- o motor development tests
- o rating scales
- o anecdotal records
- o personality tests
- o creativity tests
- o interest inventories
- o pupil products and work samples
- o records of counselors, clergy, and others who have had frequent personal contact with students
- o observation of actual performance, talent, and special skills
- o parental interviews
- o parental nomination/ratings
- o peer nomination/ratings
- o teacher nomination/ratings
- o autobiography
- o case studies

Districts should agree on the sources from which they will accept data reflecting the possibility of giftedness. And, when necessary, districts should agree to criteria or cut-off scores on each data source, test, or rating scale. Screening gives each student a chance to be referred for final, rigorous assessment of giftedness.

Referral

Referral is simply a formal, documented request that, based on screening results, a possibly gifted student should be rigorously assessed. Chapter 740 of the Laws of 1982 requires that the school district shall inform the student's parent or guardian that the student is being referred for additional testing. Approval must be received from the parent or guardian before further testing or other assessment takes place.

Final Assessment

Final assessment refers to suitable procedures used to determine whether a child is gifted according to State and local criteria. Generally, those measures included in individual assessment are more precise than methods used for screening and should be obtained from many sources, especially those mentioned above for Screening. The quality of data management should increase during final assessment procedures and greater attention should be given to "hard data" indicators of giftedness (e.g., highly regarded or substantively recognized tests in the performance areas) in contrast to "soft data" indicators (e.g., self-nomination). Conversion to local norms of all test scores and values for each indicator should also be considered. Written justification for cut-off scores for specific indicators or clustered indicators should be available. In some instances, perhaps beyond the use of cut-off scores, additional individual assessment of student product and behavior is necessary for final assessment of giftedness.

Notification of Parent or Guardian

According to Chapter 740 of the Laws of 1982, if a student is selected for a gifted program, the student's parent or guardian must be notified that the student is being placed in the program.

Programming (Curricula and Instruction)

School districts should establish policies regarding programming for gifted students. The overall district program should:

- have a stated rationale
- specify program goals and a consistent evaluation scheme
- be guided by a management plan
- be related to a long range plan for meeting the needs of all gifted students in the district
- be based on the needs of students identified as gifted
- reflect a balanced curriculum
- tap a wide variety of existing resources, including colleges and universities, museums and cultural institutions, BOCES and private industry
- be flexible and open to change

The program-development process should clarify the roles of all personnel in relation to the program for the gifted. Regarding staff roles and responsibilities, regardless of program type:

- all staff members should be sensitive to the needs of gifted students
- appropriate staff members should receive training in meeting the needs of gifted students which would include methods and materials for identifying gifted students and differentiating instruction

Additionally, the district should ensure that the guidance and counseling provided to the gifted take into consideration the State's requirements for graduation.

Programming (i.e., curricula and instruction) for gifted students should meet affective as well as cognitive needs. As children with special needs, gifted students should be offered opportunities to:

- Acquire basic skills
- Explore ideas and issues at their own paces and levels
- Foster cognitive and affective growth through the use of native and acquired languages
- Satisfy their unusually high desire for self fulfillment
- Find productive ways to express their unusual multiple talents and high capacity for versatility
- Receive special guidance in making choices and plans appropriate to their different rates of personal growth and development
- Be exposed to a wide variety of learning experiences in and out of the formal school setting
- Express themselves creatively through the arts: fine, performing, visual, language, home, and industrial
- Develop a perception of their giftedness in relation to their own personal career needs as well as their responsibilities to society
- Apply their giftedness to both theoretical and practical problem solving situations
- Heighten sensitivity to ethical and social issues inherent in curricula
- Develop realistic and healthy self concepts

In order to make an informed decision, the district planning committee should study alternative program models and, where possible, visit programs where these models are used. There is no single program model or programming option that has been proven to be effective for all students. Districts should select from a wide range of program management options on the basis of the needs of the gifted student population and factors in the local district. Program management options should be as diverse as the needs of the gifted students. In the chart below, several common program management options are outlined with suggestions for each option. In many cases, combinations of program management options will prove appropriate.

If... PULLOUT PROGRAM	then...
Description of Common Characteristics	-- planning should involve total school staff
-- gifted students are removed from their classroom and placed in an out-of-classroom location for a portion of the school day or week.	-- time for conferencing between pullout teacher and gifted student's other teachers should be provided
-- grouping in the pullout setting may be by grade or multi-age.	-- pullout program's relationship to curricular areas should be clearly established and maintained
	-- at least 20% of (a significant portion of) the gifted student's day in a pullout setting is recommended
	-- pullout teachers should be chosen on the basis of established criteria. They should receive specific ongoing training in methods, materials and evaluation of gifted student
	-- the pullout teacher/student ratio should be realistic and consistent with district policy
	-- a district coordinator should manage and monitor the pullout program
	-- continuous evaluation of gifted student progress and pullout teacher/student interaction should guide the program
	-- pullout program and staff must be flexible to meet changing needs of the gifted student population

If... CLUSTER GROUPING

Description of Common Characteristics

-- identified gifted students from several classes are grouped or clustered into a regular class with other nongifted students.

-- cluster groups of gifted students within classroom receive differentiated instruction based on their special needs.

then...

-- planning for cluster grouping should involve total school staff

-- criteria for clustering gifted students should be established to guide in gifted student placement

-- teaching responsibilities for cluster teachers should be clearly outlined

-- clustered gifted students should receive a significantly different program than their age and class peers

-- cluster teachers should receive training in methods, materials, strategies and classroom management appropriate to the needs of gifted students

-- a district coordinator should manage and monitor the cluster program

-- continuous evaluation of clustered gifted students' progress using appropriately selected informal and formal measures should guide the program

If... ACCELERATION

Description of Common Characteristics

-- gifted students are moved more rapidly through the usual sequence of instruction.

-- above grade level materials are used for instruction.

-- may occur in one academic area, for example, mathematics, though in some cases may occur by moving the gifted student into a higher grade.

then...

-- planning for acceleration should involve the total school staff and district planners as well

-- criteria for determining
  - who to accelerate
  - when
  - and how

should be clearly established to guide in gifted student placement. These criteria should include social and emotional indicators as well as cognitive signs

-- a district coordinator should manage and monitor the acceleration programs

-- gifted student progress in accelerated learning situations should be measured by a professional trained in using appropriate, valid, and reliable tools and psychometric methods (i.e., out of level testing)

-- evaluation should deal with social/emotional adjustment as well as academic growth

If... HOMOGENEOUS GROUPING

Description of Common Characteristics

-- identified gifted students are placed together in a single class exclusively for gifted students.

then...

-- planning for the homogeneous grouping should involve the total school staff

-- teachers should be chosen on the basis of established criteria

-- teachers should receive training in methods, materials and evaluation of gifted students

-- the program that gifted students receive is clearly differentiated to meet gifted student needs.

-- the program frequently is accelerated.

-- gifted students spend most of their school day among intellectual peers.

-- a differentiated curriculum should be developed and used and its relationship to curricular areas should be clearly established and maintained

-- attention should be given to the individual student needs which exist even within a homogeneous group

If... GIFTED STUDENT IN THE REGULAR CLASSROOM

Description of Common Characteristics

-- identified gifted students remain in regular heterogeneous classes.

-- individualized instructional approaches are used to differentiate the program to meet the needs of gifted students.

then...

-- planning should involve the total school staff

-- classroom teachers should be trained in diagnostic procedures appropriate for assessing the needs of gifted students

-- teachers should be trained in methods, materials and strategies for differentiating instruction to meet gifted student needs

-- teachers should be trained in using classroom management strategies appropriate to individualizing instruction

-- specific individual plans for differentiating instruction should be developed for each identified gifted student.

If... MENTOR PROGRAM

Then...

Description of Common Characteristics

-- gifted students are matched to mentors or guides who work with them in individually selected areas.

-- programs frequently involve out of school experiences for students.

-- mentors are frequently community people in business and service areas or the arts.

-- mentors may assist gifted students in independent study projects of, or acquaint gifted students with their particular area of expertise.

-- planning for mentorship should involve total school staff

-- mentorship relationship to curricula areas should be clearly established

-- mentorship should be student-centered, selected on the basis of gifted student interests and needs

-- mentors should receive training in program goals and teaching strategies

-- a district coordinator should manage and monitor the mentor program, and maintain a community mentor bank

-- continuous evaluation of gifted student progress and mentor/student interaction should guide the program

-- evaluation criteria should be established prior to gifted student placement

-- criteria should be established for selection of mentors

Teacher Selection and Education

Teachers play critical roles in the selection, instruction, and guidance of gifted students. The following recommendations will help teachers and administrators provide appropriate education for the gifted.

Teacher Selection

Teachers of the gifted must have certification in the specific grade levels or academic, special, and occupational subjects included in the local program for gifted students. Moreover, according to Part 7 of the Regulations of the Commissioner: "Local school authorities may require for any teaching position a professional or academic standard higher than that prescribed by the Commissioner." This regulation gives local education agencies considerable latitude in choosing their teachers of gifted students, with the tacit assumption that they will make efforts to match teacher qualifications and attitudes with the needs of the gifted students and their programs.

The following criteria should also be considered in the selection and retention of instructional personnel for gifted students:

- Before assigning personnel to teach gifted students, an administrator should examine all available staffing options, including using mentors, team teaching, using several individual teachers, and/or rotation of teachers. Selected teachers and staff configuration should reflect the educational needs of that school's gifted students and the requirements of the program developed to meet those students' needs.

- Teachers of gifted students should be selected as carefully as students are selected for programs for the gifted.

- Teachers of gifted students should have academic backgrounds and instructional competencies appropriate to teachers of gifted students.

- Teachers of gifted students should have both a knowledge of the characteristics of gifted learners and also personal attitudes which help them work effectively.

- Every teacher and mentor selected to work with gifted students should be evaluated periodically by the school board or appropriate personnel to assure that these individuals are suitably matched to the gifted students they teach. This evaluation of the teacher-student relationship--and how this relationship affects the program--is independent of the periodic review of pupil achievement or progress.

- While the professional primarily responsible for teaching gifted students must have New York State certification or be licensed by the City of New York or the City of Buffalo, noncertified mentors can be assigned to specific students, providing that these mentors work closely with teachers of the gifted. These mentors should be as carefully selected as are teachers of the gifted.

Preservice and Inservice Education

Preservice Education. Districts are encouraged to support preservice training in the psychology and methodology of education for the gifted. Opportunities for such preservice training are continuing to grow.

Inservice Education. School districts should provide inservice education on the gifted to: (1) administrators and teachers of the gifted; (2) regular teachers, mentors, school psychologists and guidance counselors; and (3) school board members, community advisory committee members, and parents.

- Administrators and teachers of the gifted: At least one administrator and one or more teachers of the gifted from each school in which there is a program for the gifted should attend inservice sessions sponsored by the State Education Department* or colleges and universities. Individuals receiving inservice training are encouraged to train others in their district.

- Regular classroom teachers, mentors, school psychologists, and guidance counselors. These individuals should receive inservice education on the gifted appropriate to their roles in the program for the gifted and their particular profession, where appropriate. The emphasis of this inservice education should be on awareness, content knowledge, instructional practice, skill competency, and testing and identification methods.

- School board members, community advisory committee members, and parents. These individuals should be invited to attend sessions of the regional training programs sponsored by the State Education Department. Training can also be offered by the coordinator of education for the gifted or by a knowledgeable teacher of the gifted. The emphasis should be on developing an awareness of what "giftedness" is and how it can be nurtured.

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*Available through the Unit for the Education of the Gifted and Talented, New York State Education Department, 367 EBA, Albany, New York 12234. (518 474-5966)

Communication and Awareness

Any lasting educational program must be developed within a comprehensive framework of communication and awareness. Individuals and community groups can be informed and called upon to support education for the gifted. Newsletters and open informational meetings can help build and maintain awareness. The following suggestions may help develop comprehensive communication and awareness activities in support of education for the gifted.

1. To develop awareness within the local education community --including school board members, administrators, teachers, support staff, and parents -- it is desirable that:

   A. The school district appoint a liaison/coordinator of education for the gifted. This coordinator should have a professional commitment to education for the gifted, an awareness of and sensitivity to the importance of public relations, and an interest in developing a strong system of community support. In addition to developing programs for the gifted and conducting inservice workshops for classroom teachers, the coordinator could

      - Serve as a public relations contact/advocate for the news media, speak to community organizations, serve as liaison to the State Education Department, and help community institutions share resources with the schools, including arrangements for mentors, internships, and other special experiences for gifted students.

      - Provide information to administrators, teachers, parents, and students about model programs, relevant literature and ideas for organizing community support groups.

   B. The school district arrange for released time for inservice training programs and bring in resources from the State Education Department and the local community, including personnel from other school districts who are involved in programs for the gifted.

   C. The school district adopt and publicize an official policy regarding the education of gifted students and keep its program consistent with that policy.

2. To develop community resources, the school district should establish a community advisory group on the education of gifted students. This group should be:

   - Drawn from leaders in business and industry, local government, churches, social and civic groups, university academic and athletic programs, libraries, performing arts groups, artists, museums, historical societies, the news media, and minority groups.

- Concerned with basic performance areas of giftedness, such as: evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts.

Program Evaluation

Generally speaking, it is difficult to get agreement on specific methods for evaluating programs for the gifted. There is considerable debate over the purposes of evaluation, definition of terms, appropriate measures, and analytical technique. Nevertheless, fundamental planning procedures should be followed. As this planning process begins, it should include the following:

- Early Planning: The plan for program evaluation should be completed before the program for the gifted begins. Those responsible for the districts plan for education of the gifted (see page 2.) should also be involved in establishing the purpose and general design of the program evaluation.

- Responsibility, Authority, and Resources: The program evaluator or evaluation committee should be given appropriate responsibility, authority, and resources to carry out the program evaluation.

- Basic Elements of Evaluation: The basic elements of evaluation methodology should be included in the final plan for evaluating the district's program for the gifted.

Each point above is described more fully, below:

Early Planning

As implied above, the utility of program evaluation will be improved considerably if the evaluation is planned before the actual program for the gifted is implemented. Such advanced planning should be done for program evaluations emphasizing continuous program improvement (i.e., formative evaluation) and/or end-of-program assessment (i.e., summative evaluation).

Responsibility, Authority, and Resources

Those responsible for program evaluation should also have the authority and resources to carry out the evaluation. Often program evaluation is acknowledged as a necessary component of sound educational programming, but is seldom supported in subsequent word or deed. Such inconsistency in educational policy and program planning should be avoided. If program evaluation is deemed important, then it should be planned and fully supported.

Basic Elements of Evaluation

In general, the purpose of evaluation is to gather, analyze, and report information that can be used in making decisions to continue, modify, or terminate an activity or program. Evaluation should involve determination of value or effectiveness. A well thought out evaluation will also support improved program management. It is therefore most important -- for cost reasons alone -- not to initiate program evaluation strategies devoid of clear-cut purpose.

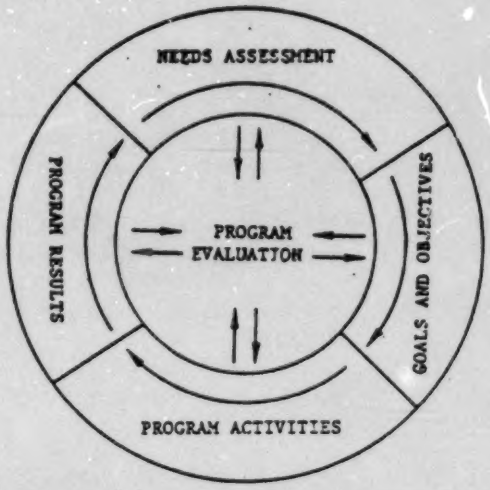
The standard procedure for program evaluation has three major phases: (1) Planning, (2) Conducting, and (3) Using. The following chart can be used as a general checklist for planning the evaluation of a program for gifted students:

THE EVALUATION PROCESS*

PLAN	CONDUCT	USE
• Determine Evaluation Purpose and Requirements	• Collect Data	• Report Results
• Develop the General Evaluation Plan	• Analyze Data	• Apply Evaluation Findings
• Determine the Specific Evaluation Design	• Interpret Results	
• Obtain Assessment Tools		

*Educational Testing Service, Program Evaluator's Guide, Princeton, New Jersey, 1977, p. A-6.

Program evaluation should interact with and support program implementation from start to finish. So conceptualized, program evaluation can also be a decision-support system for the program manager or coordinator. The following chart reflects the centrality of program evaluation as it interacts with the four basic program operations of needs assessment, goals and objectives, program activities, and program results.



*The needs assessment gives direction for the development of program goals and objectives; program activities are developed to accomplish the stated program objectives. Carrying them out produces results . . . . The evaluation process interacts with all these stages, and suggests directions for new plans and actions.**

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*Educational Testing Service, Program Evaluators Guide, Princeton, New Jersey, 1977, p. A-9.

The first step in the planning phase of THE EVALUATION PROCESS outlined on page 16 is to determine the program's purpose and requirements. The following checklist of steps in determining these purposes and requirements will provide a strong foundation for the development of your General Evaluation Plan.

CHECKLIST OF THE STEPS IN DETERMINING EVALUATION PURPOSES AND REQUIREMENTS

Define Evaluation Purpose

- Determine from decision makers the purpose of the evaluation. The purpose will dictate the types of evaluation that must be conducted.

Review Program Needs Assessment, Program Goals, and Program Objectives (Assumes the district's plan for the program for the gifted is available.)

- Determine whether the decision makers conducted a needs assessment.
- Review program goals to determine whether they address the needs or problem areas.
- Review performance objectives to determine that they are compatible with program goals. Are the objectives stated in unambiguous terms?

Review Planned Program Activities

- Review planned program activities to judge whether they can be expected to contribute to achievement of the objectives.
- If the activities do not match the objectives, recommend that activities or objectives be revised.

Identify Evaluation Requirements

- Request that decision makers identify the information they will require to make end-of-the-year decisions about the program.
- Determine process, product, and context data that should be collected.
- Determine the information required by decision makers to make interim decisions.
- Determine when the information is required.

Identify Evaluation Resources and Constraints

- Determine the resources and constraints which will affect the conduct of the evaluation.

- o Advise decision makers of those resources which are available and those that are required.

- o Submit reccmmendations to decision makers for reconciling discrepancies between resources available and those required.*

As the information needs of decision makers become clear, those responsible for evaluation need to clearly specify the final evaluation design and, subsequently to select and use data-gathering instruments. Instruments should be selected according to their relevance to the questions of interest posed by decision makers. For example, the question "Does this program succeed in developing the academic potential of gifted students so identified?" should be answered in the light of relevant, not tangential evidence. In addition to selecting data-gathering devices relevant to the information needs of decision makers, evaluators must carefully consider instrument validity and reliability. With regard to validity, there must be proof or consensus that selected devices in fact measure what they claim to measure. For valid instruments, inferences and actions derived from test scores or ratings must be judged as adequate and appropriate.

Reliability of selected devices has many ramifications; but evaluators should give special attention to internal consistency and test-retest reliability. For some types of measurement, inter-rater reliability should be investigated. With criterion-referenced measurement, especially when mastery or nonmastery standards are used, the reliability of the decision to so classify students should be estimated, if possible.

Evaluation should be an integral part of program development. Through evaluation, it will become clear that consistency among major program components is essential. For example, criteria used for identification must reflect the definition of giftedness agreed to by the district. Curricula, instruction, and program supervision are determined, in part, by both the definition of giftedness and the selection of students. The evaluation procedure will also be influenced by the definition of giftedness, if the purpose of the evaluation is to measure the degree to which the program meets its stated goals for gifted students so defined.

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*Educational Testing Service, Program Evaluators Guide, Princeton, New Jersey, 1977 pp. A-23, 24.

Addendum

SELECTED REFERENCES

The following selected references will help districts to plan or operate programs for the gifted. The references are organized according to the sections (e.g., I. Planning) of the Guidelines. Within each section, references are organized sequentially by the reference number (e.g., G00001) found in the Gifted and Talented Resource Collection at the Educational Programs and Studies Information Services, New York State Education Department, Room 209 EB, Albany, New York 12234. (518 474-3759)

In addition to these selected references, districts should send administrators and teachers to the training sessions on educating gifted students sponsored by the State Education Department's Unit for Education of the Gifted and Talented. (See page 12.) This training includes the use of an extensive Manual with reference material covering all aspects of programs for the gifted.

I. Planning

AN....G00006
AU....JORDAN, JUNE B., ED. ; GROSSI, JOHN A., ED.
TI....AN ADMINISTRATOR'S HANDBOOK ON DESIGNING PROGRAMS FOR THE GIFTED AND TALENTED
PB....COUNCIL FOR EXCEPTIONAL CHILDREN AND ASSOCIATION FOR THE GIFTED
1920 ASSOCIATION DRIVE
RESTON, VA 22091
YR....1980
NT....168 P., RESOURCES LIST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, RESEARCH REPORTS, *PROGRAM DESIGN

AN....G00007
AU....BALDWIN, ALEXINIA Y., ET AL, EDS.
TI....EDUCATIONAL PLANNING FOR THE GIFTED: OVERCOMING CULTURAL, GEOGRAPHIC, AND SOCIOECONOMIC BARRIERS
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
YR....1978
NT....76 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *DISADVANTAGED, *EDUCATIONAL PLANNING, *INTEGRATED CURRICULUM, *TALENT, RESEARCH REPORTS

AN....G00014
AU....BOSTON, BRUCE O., ED.
TI....GIFTED AND TALENTED: DEVELOPING ELEMENTARY AND SECONDARY SCHOOL PROGRAMS
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
920 ASSOCIATION DRIVE
RESTON, VA 22091
IN....ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN
YR....1975
NT....45 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, *ELEMENTARY EDUCATION, *SECONDARY EDUCATION, RESEARCH REPORTS

AN....G00018
AU....GROSSI, JOHN A.
TI....MODEL STATE POLICY, LEGISLATION AND STATE PLAN TOWARD THE EDUCATION
OF GIFTED AND TALENTED STUDENTS: A HANDBOOK FOR STATE AND LOCAL
DISTRICTS
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
YR....1980
NT....224 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *MODELS, *STATE PROGRAMS, *STATE LEGISLATION

AN....G00021
CA....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
TI....ADMINISTRATION
PB....EIC-SOUTH
SEWELL, NJ 08080
IN....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
YR....1978
NT....54 P., POOR PRINT QUALITY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *EDUCATIONAL ADMINISTRATION

AN....G00024
AU....MCKAY, RALPH H.
TI....HANDBOOK FOR PRINCIPALS AND TEACHERS OF ELEMENTARY PROGRAMS FOR THE
GIFTED
PB....SAN DIEGO CITY SCHOOLS
SAN DIEGO, CA
YR....1973
NT....186 P., NOTATION "UNEDITED"
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*TALENT, *GIFTED, *GUIDES, TEACHING GUIDES, ELEMENTARY EDUCATION,
CURRICULUM DEVELOPMENT

AN....G00027
AU....LAWLESS, RUTH F.
TI....PROGRAMS FOR GIFTED, CREATIVE, TALENTED CHILDREN (FOR LITTLE OR NO
MONEY)
PB....D.O.K. PUBLISHERS
BUFFALO, NY 14214
YR....1977
NT....48 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, *PROGRAMS, GUIDES, CURRICULUM
DESIGN

AN....G00029
CA....BERLIN TOWNSHIP SCHOOLS
TI....ADMINISTRATIVE CURRICULUM PART I - CONSORTIUM DEVELOPMENT
SE....WIDENING EDUCATIONAL BRIDGES BY IDENTIFYING NEEDS OF GIFTED - WEBBING
PB....BERLIN TOWNSHIP SCHOOLS
EARLY CHILDHOOD GIFTED AND TALENTED CONSORTIUM
NEW JERSEY
YR....1980
NT....70 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, EARLY CHILDHOOD EDUCATION, PRIMARY EDUCATION, MODELS

AN....G00030
CA....CALIFORNIA STATE DEPARTMENT OF EDUCATION
TI....PRINCIPLES, OBJECTIVES, AND CURRICULA FOR PROGRAMS IN THE EDUCATION OF GIFTED AND TALENTED PUPILS KINDERGARTEN THROUGH GRADE TWELVE
IN....CALIFORNIA STATE DEPARTMENT OF EDUCATION
P.O. BOX 271
SACRAMENTO, CA 95802
YR....1979
NT....114 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *CURRICULUM DESIGN, ELEMENTARY EDUCATION, SECONDARY EDUCATION, *PROGRAMS

AN....G00038
AU....MCELROY, JOHN L.
TI....HANDBOOK FOR PRINCIPALS AND TEACHERS OF SECONDARY PROGRAMS FOR THE GIFTED
PB....SAN DIEGO CITY SCHOOLS
SAN DIEGO, CA
YR....1973
NT....226 P., NOTATION "UNEDITED"
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, *SECONDARY SCHOOL CURRICULUM, SECONDARY EDUCATION, PROGRAM DESIGN

AN....G00055
AU....KAPLAN, SANDRA N.
TI....PROVIDING PROGRAMS FOR THE GIFTED AND TALENTED: A HANDBOOK
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1974
NT....246 P., INCLUDES WORKSHEETS AND MODELS
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, GUIDES, CURRICULUM DEVELOPMENT

AN....G00058
AU....TREFFINGER, DONALD J.; CURL, CLIFFORD D.
TI....SELF-DIRECTED STUDY GUIDE ON THE EDUCATION OF THE GIFTED AND THE TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1976
NT....180 P., ANSWER KEY TO PRE-INSTRUCTION QUIZ
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *STUDY GUIDES, *PROGRAMED INSTRUCTION, CREATIVITY

AN....G00065
AU....EHRLICH, VIRGINIA Z.
TI....PLANNING PROGRAMS FOR THE GIFTED
SE....ACTION
PB....AGATE PRESS
INDIAN RIVER CENTRAL SCHOOL
PHILADELPHIA, NY 13673
YR....1979
NT....15 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN

AN....G00070
CA....NORTHEAST EXCHANGE, ED.
TI....AN ANTHOLOGY OF ARTICLES ON GIFTED AND TALENTED EDUCATION
PB....EIC-SOUTH AND THE NEW JERSEY DEPARTMENT OF EDUCATION
207 DELSA DRIVE
R.D.4
BOX 209
SEWELL, NJ 08080
IN....NORTHEAST EXCHANGE
YR....1978
NT....64 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, RESEARCH REPORTS, PROGRAMS, MODELS

AN....G00079
AU....HAISLEY, FAY B.; WILHELMI, GEORGE
TI....TALENTED AND GIFTED EDUCATION POLICY
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL LABORATORY
IN....OREGON ASSOCIATION FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....67 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *EDUCATIONAL POLICY, PROGRAM DESIGN

AN....G00081
AU....HAISLEY, FAY; WILHELMI, GEORGE
TI....ADMINISTERING POLICY FOR TALENTED AND GIFTED
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATION FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....43 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *EDUCATIONAL ADMINISTRATION, EDUCATIONAL POLICY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, PARENT PARTICIPATION

AN....G00094
CA....CONNECTICUT STATE DEPARTMENT OF EDUCATION
TI....PRACTICAL SUGGESTIONS FOR GIFTED AND TALENTED PROGRAM DEVELOPMENT
SE....CONN.CEPT I: CONNECTICUT'S PLANNING FOR THE GIFTED AND TALENTED
PB....CONNECTICUT STATE DEPARTMENT OF EDUCATION
HARTFORD, CT
IN....CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
BUREAU OF PUPIL PERSONNEL AND SPECIAL EDUCATIONAL SERVICES
HARTFORD, CT
YR....1979
NT....136 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, IDENTIFICATION

AN....G00129
CA....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
TI....MODULE 3 - BEGINNING A PROGRAM (INSERVICE MATERIAL)
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
1410 SOUTH 200TH STREET
SEATTLE, WA 98009
IN....SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
OLYMPIA, WA 98504
YR....1980
NT....52 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, PROGRAM DESIGN, *INSERVICE EDUCATION, GUIDES,
TEACHER WORKSHOPS

AN....G00145
CA....SHASTA COUNTY SCHOOLS
TI....GATE: A MODEL PROJECT FOR IMPLEMENTING A PROGRAM FOR GIFTED AND
TALENTED EDUCATION IN RURAL SCHOOLS
IN....SHASTA COUNTY SUPERINTENDENT OF SCHOOLS
1644 MAGNOLIA AVENUE
REDDING, CA 96001
YR....1979
NT....104 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *RURAL EDUCATION, PROGRAM DESIGN, *MODELS

AN....G00168
AU....CLENDENING, CORRINE P.; DAVIES, RUTH ANN
TI....CREATING PROGRAMS FOR THE GIFTED: A GUIDE FOR TEACHERS, LIBRARIANS,
AND STUDENTS
SE....SERVING SPECIAL POPULATIONS
PB....R. R. BOWKER
1180 AVENUE OF THE AMERICAS
NEW YORK, NY 10036
YR....1980
NT....573 P., GATE MODEL PROGRAMS, USOE FACT SHEETS
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, *EDUCATIONAL PLANNING, *GUIDES,
DEMONSTRATION PROGRAMS

AN....G00190
AU....MALLIS, JACKIE; HEINEMANN, ALISON
TI....BOOK 9: PROVIDING PROGRAMS FOR THE GIFTED/TALENTED
SE....REACHING FOR THE STARS: A MINICOURSE FOR EDUCATION OF GIFTED STUDENTS,
REVISED EDITION
PB....MULTI MEDIA ARTS
P.O. BOX 14486
AUSTIN, TX 78761
YR....1979
NT....VI, 169 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, *PROGRAM DEVELOPMENT, EVALUATION

AN....G00195
AU....EPSTEIN, CAROL B.
TI....THE GIFTED AND TALENTED: PROGRAMS THAT WORK
IN....NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION
1801 N. MOORE STREET
ARLINGTON, VA 22209
YR....1979
NT....102 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, PARENT PARTICIPATION,
*DEMONSTRATION PROGRAMS

AN....G00199
AU....RENZULLI, JOSEPH S.
TI....THE ENRICHMENT TRIAD MODEL: A GUIDE FOR DEVELOPING DEFENSIBLE
PROGRAMS FOR THE GIFTED AND TALENTED
PB....CREATIVE LEARNING PRESS
P.O. BOX 320
MANSFIELD CENTER, CT 06250
YR....1977
NT....89 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DEVELOPMENT, *ENRICHMENT, RESEARCH

AN....G00215
AU....TUTTLE, JR., FREDERIC B.; BECKER, LAURENCE A.
TI....PROGRAM DESIGN AND DEVELOPMENT FOR GIFTED AND TALENTED STUDENTS
PB....NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D.C.
YR....1980
NT....128 P., LIST OF HIGHER DEGREE PROGRAMS IN GIFTED EDUCATION
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, EVALUATION, EDUCATIONAL
DEVELOPMENT, *PROGRAM DEVELOPMENT

II. Philosophy

AN....G00003
AU....TORRANCE, E. PAUL
TI....DISCOVERY AND NURTURANCE OF GIFTEDNESS IN THE CULTURALLY DIFFERENT
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
IN....ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN
YR....1977
NT....96 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *ETHNIC GROUPS, *BLACK STUDENTS, DISADVANTAGED YOUTH

AN....G00004
AU....RENZULLI, JOSEPH S., ED. ; STODDARD, ELIZABETH P., ED.
TI....UNDER ONE COVER: GIFTED AND TALENTED EDUCATION IN PERSPECTIVE
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
IN....ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN
YR....1980
NT....224 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, RESEARCH REPORTS

AN....G00008
AU....MORGAN, HARRY J. ET AL.
TI....ELEMENTARY AND SECONDARY LEVEL PROGRAMS FOR THE GIFTED AND TALENTED
SE....PERSPECTIVES ON GIFTED AND TALENTED EDUCATION
PB....TEACHERS COLLEGE PRESS
1234 AMSTERDAM AVENUE
NEW YORK, NY 10027
YR....1980
NT....70 P., COPYRIGHT HELD UNTIL 1985, TWO COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, SECONDARY EDUCATION, *PROGRAM DESIGN, ELEMENTARY EDUCATION, *CURRICULUM DEVELOPMENT

AN....G00020
CA....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
TI....GIFTED AND TALENTED BIBLIOGRAPHIC MATERIALS
PB....EIC-SOUTH
SEWELL, NJ 08080
IN....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
YR....1978
NT....52 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *BIBLIOGRAPHIES, CREATIVITY

AN....G00056
AU....PASSOW, A. HARRY
TI....EDUCATION FOR GIFTED CHILDREN AND YOUTH, AN OLD ISSUE - A NEW CHALLENGE
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1980
NT....92 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *RESEARCH REPORTS

AN....G00084
AU....GALLAGHER, JAMES J. ET AL.
TI....ISSUES IN GIFTED EDUCATION
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1979
NT....93 P., PRESENTED AT THE ADVANCED STUDIES INSTITUTE ON GIFTED EDUCATION IN HONOLULU, HAWAII, JULY 9-13, 1979, BY AMPLIFIED TELEPHONE
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, PROGRAM DESIGN, IDENTIFICATION, *RESEARCH REPORTS, CONFERENCE PROCEEDINGS

AN....G00086
AU....ABRAHAM, WILLARD ET AL.
TI....GIFTS, TALENTS, AND THE VERY YOUNG: EARLY CHILDHOOD EDUCATION FOR
GIFTED/TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1977
NT....42 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, PROGRAM DESIGN, *EARLY CHILDHOOD EDUCATION,
UNDERACHIEVEMENT, *PRESCHOOL CHILDREN

AN....G00087
AU....RIVLIN, HARRY N. ET AL.
TI....ADVANTAGE: DISADVANTAGED GIFTED - PRESENTATIONS FROM THE THIRD
NATIONAL CONFERENCE ON DISADVANTAGED GIFTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1978
NT....86 P., THIRD NATIONAL CONFERENCE ON DISADVANTAGED GIFTED - MARCH 4-5,
1977, ST. LOUIS, MISSOURI
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISADVANTAGED YOUTH, CONFERENCE PROCEEDINGS,
CULTURAL DIFFERENCES

AN....G00088
AU....RENZULLI, JOSEPH S.
TI....WHAT MAKES GIFTEDNESS? - A REEXAMINATION OF THE DEFINITION OF THE
GIFTED AND TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1979
NT....38 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, GUIDELINES, RESEARCH REPORTS

AN....G00173
AU....TORRANCE, PAUL; BURNELL, ERNEST
TI....THEY SHALL CREATE: GIFTED MINORITY CHILDREN
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
FM....CASSETTE TAPE
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *MINORITY GROUP CHILDREN, CREATIVITY,
*IDENTIFICATION, BILINGUALISM, *MEXICAN AMERICANS

AN....G00174
AU....CLARK, BARBARA
TI....GROWING UP GIFTED
PB....CHARLES E. MERRILL
COLUMBUS, OHIO 43216
YR....1979
NT....476 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, IDENTIFICATION, *PARENT PARTICIPATION, *SELF
CONCEPT MEASURES

AN....G00175
AU....JACKSON, DAVID M.
TI....READINGS IN FOUNDATIONS OF GIFTED EDUCATION
PB....SPECIAL LEARNING CORPORATION
42 BOSTON POST ROAD
GUILFORD, CONN. 06437
YR....1980
NT....178 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, *SPECIAL PROGRAMS, REPORTS

AN....G00179
AU....NEWLAND, ERNEST T.
TI....THE GIFTED IN SOCIO-EDUCATIONAL PERSPECTIVE
SE....PRENTICE-HALL SERIES IN SPECIAL EDUCATION
PB....PRENTICE-HALL, INC.
ENGLEWOOD CLIFFS, NJ
YR....1976
NT....X, 406 P., BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, DISADVANTAGED, TEACHING MODELS, *PROGRAM
DEVELOPMENT, *EDUCATIONAL PHILOSOPHY

AN....G00181
AU....WHITMORE, JOANNE RAND
TI....GIFTEDNESS, CONFLICT, AND UNDERACHIEVEMENT
PB....ALLYN AND BACON, INC.
470 ATLANTIC AVENUE
BOSTON, MA 02210
YR....1980
NT....XIII, 462 P., BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *UNDERACHIEVEMENT, *SOCIAL DEVELOPMENT, *PROGRAM DESIGN, PROGRAM DEVELOPMENT, DISABILITIES

AN....G00197
AU....GOWAN, JOHN CURTIS ET AL, EDS.
TI....EDUCATING THE ABLEST: A BOOK OF READINGS ON THE EDUCATION OF GIFTED CHILDREN, 2ND EDITION
PB....F.E. PEACOCK PUBLISHERS, INC.
401 IRVING PARK ROAD
HASCA, ILLINOIS 60143
YR....1979
NT....508 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *ANTHOLOGIES, CREATIVE DEVELOPMENT, DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, *RESEARCH

AN....G00228
AU....STANLEY, JULIAN C. ET AL., EDS.
TI....THE GIFTED AND THE CREATIVE: A FIFTY-YEAR PERSPECTIVE
PB....THE JOHNS HOPKINS UNIVERSITY PRESS
BALTIMORE, MD 21218
YR....1978
NT....284 P., REVISED AND EXPANDED PROCEEDINGS OF THE SEVENTH ANNUAL HYMAN BLUMBERG SYMPOSIUM ON RESEARCH IN EARLY CHILDHOOD EDUCATION
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INTELLECTUAL DEVELOPMENT, *INTELLECTUAL DISCIPLINE, PERSONALITY, *RESEARCH REPORTS

AN....G00229
AU....GEORGE, WILLIAM C. ET AL., EDS.
TI....EDUCATING THE GIFTED - ACCELERATION AND ENRICHMENT
PB....THE JOHNS HOPKINS UNIVERSITY PRESS
BALTIMORE, MD 21218
YR....1979
NT....242 P., PROCEEDINGS OF THE NINTH ANNUAL HYMAN BLUMBERG SYMPOSIUM ON RESEARCH IN EARLY CHILDHOOD EDUCATION
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *ENRICHMENT, *ACCELERATION, IDENTITY, *CONFERENCE PROCEEDINGS

III. Identification

AN....G00010
AU....HAGEN, ELIZABETH
TI....IDENTIFICATION OF THE GIFTED
SE....PERSPECTIVES ON GIFTED AND TALENTED EDUCATION
PB....TEACHERS COLLEGE PRESS
1234 AMSTERDAM AVENUE
NEW YORK, NY 10027
YR....1980
NT....50 P., COPYRIGHT HELD UNTIL MAY 1985, TWO COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, *PROGRAM DESIGN

AN....G00019
CA....IGATE-INSTITUTE FOR GIFTED AND TALENTED EDUCATION
TI....IDENTIFICATION
PB....EIC-SOUTH
SEWELL, NJ 08080
IN....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
YR....1978
NT....69 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *TALENT IDENTIFICATION, CREATIVITY

AN....G00028
CA....BERLIN TOWNSHIP SCHOOLS
TI....IDENTIFICATION - ANNOTATED BIBLIOGRAPHY
SE....WIDENING EDUCATIONAL BRIDGES BY IDENTIFYING NEEDS OF GIFTED - WEBBING
PB....BERLIN TOWNSHIP SCHOOLS
EARLY CHILDHOOD GIFTED AND TALENTED CONSORTIUM
NEW JERSEY
YR....1980
NT....91 P., ANNOTATED BIBLIOGRAPHIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, DIRECTORIES, *IDENTIFICATION

AN....G00031
CA....INSTITUTE FOR BEHAVIORAL RESEARCH IN CREATIVITY
TI....THE IDENTIFICATION OF ACADEMIC, CREATIVE, AND LEADERSHIP TALENT FROM
BIOGRAPHICAL DATA - FINAL REPORT TO THE STATE BOARD OF EDUCATION AND
THE NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION
IN....INSTITUTE FOR BEHAVIORAL RESEACH IN CREATIVITY
SALT LAKE CITY, UT 84101
YR....1974
NT....62 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *ABILITY, *IDENTIFICATION, TESTS, CREATIVITY

AN....G00033
AU....STANLEY, JULIAN C. ET AL., EDS.
TI....MATHEMATICAL TALENT: DISCOVERY, DESCRIPTION AND DEVELOPMENT -
PROCEEDINGS OF THE THIRD ANNUAL HYMAN BLUMBERG SYMPOSIUM ON RESEARCH
IN EARLY CHILDHOOD EDUCATION
PB....JOHNS HOPKINS UNIVERSITY PRESS
BALTIMORE AND LONDON
IN....PROCEEDINGS OF THE THIRD ANNUAL HYMAN BLUMBERG SYMPOSIUM ON RESEARCH IN
EARLY CHILDHOOD EDUCATION
YR....1974
NT....215 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *CONFERENCE PROCEEDINGS, JUNIOR HIGH SCHOOL
STUDENTS, *MATHEMATICS, RESEARCH REPORTS

AN....G00054
AU....MARTINSON, RUTH A.
TI....THE IDENTIFICATION OF THE GIFTED AND TALENTED - AN INSTRUCTIONAL
SYLLABUS FOR THE NATIONAL SUMMER LEADERSHIP TRAINING INSTITUTE ON THE
EDUCATION OF THE GIFTED AND TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1974
NT....145 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *TALENT IDENTIFICATION, COURSE DESCRIPTIONS

AN....G00068
AU....BERKOWITZ, SUSAN ET AL.
TI....IDENTIFICATION OF GIFTED AND TALENTED PUPILS - SUGGESTED PROCEDURES
AND INSTRUMENTS
PB....DEPARTMENT OF EDUCATION OF NEW JERSEY
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NJ 08625
YR....1978
NT....12 P., INCLUDES IDENTIFICATION MATRIX
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *TALENT IDENTIFICATION, *TESTS, MODELS, PROGRAMS

AN....G00069
AU....TONGUE, CORNELIA; SPERLING, CHARMIAN
TI....GIFTED AND TALENTED - AN IDENTIFICATION MODEL
PB....NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN
RALEIGH, NC
YR....1976
NT....59 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *ABILITY IDENTIFICATION, *MODELS, PROGRAM DESIGN

AN....G00075
AU....HOWELL, SANDRA K.
TI....CHARACTERISTICS OF TALENTED AND GIFTED CHILDREN
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATON FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....21 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, TEACHER ROLE, INDIVIDUAL
DEVELOPMENT

AN....G00080
AU....BAGLEY, RICHARD ET AL.
TI....IDENTIFYING THE TALENTED AND GIFTED
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATION FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....77 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, *TESTING, MODELS

AN....G00083
AU....HORNER, GAIL; RITS, SUSAN
TI....THE GIFTED PRESCHOOL CHILD
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATION FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....34 P., BOOKLIST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PRESCHOOL EDUCATION, PARENT PARTICIPATION,
CREATIVE DEVELOPMENT

AN....G00102
AU....BLANNING, JEAN M., ED.
TI....IDENTIFYING AND PROGRAMMING FOR HISPANIC GIFTED AND TALENTED STUDENTS
SE....CONN.CEPT IX: CONNECTICUT'S PLANNING FOR THE GIFTED AND TALENTED
PB....CONNECTICUT STATE DEPARTMENT OF EDUCATION
HARTFORD, CT
IN....CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
BUREAU OF STUDENT SERVICES
HARTFORD, CT
YR....1980
NT....100 P., 2 COPIES, RESOURCES LIST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *HISPANIC AMERICANS, IDENTIFICATION, PROGRAM
DESIGN, CULTURAL DIFFERENCES

AN....G00131
AU....PECK, JUNE
TI....MODULE 4 - IDENTIFICATION (INSERVICE MATERIAL)
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WA
IN....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
1410 SOUTH 200TH STREET
SEATTLE, WA 98148
YR....1980
NT....43 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, IDENTIFICATION, *INSERVICE EDUCATION, TEACHER
WORKSHOPS, GUIDES

AN....G00148
AU....BALDWIN, ALEXINIA; WOOSTER, JUDITH
TI....BALDWIN IDENTIFICATION MATRIX INSERVICE KIT FOR THE IDENTIFICATION OF
GIFTED AND TALENTED STUDENTS
PB....D.O.K. PUBLISHERS
BUFFALO, NY 14214
YR....1977
FM....KIT - INSTRUCTION BOOK, STUDENT DATA SHEETS, BLANK SHEETS
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, EDUCATIONAL TESTING, *SCREENING
TESTS

AN....G00150
AU....WILLIAMS, FRANK
TI....CREATIVITY ASSESSMENT PACKET (CAP)
PB....D.O.K. PUBLISHERS
BUFFALO, NY 14214
YR....1980
NT....25 COPIES EACH PART
FM....KIT IN FOUR PARTS: MANUAL, TEST OF DIVERGENT THINKING, TEST OF

AN....G00170
AU....GUSTAFSON, RICHARD A.; LAFERTE, ORRIN
TI....IDENTIFICATION OF THE GIFTED AND TALENTED IN THE SECONDARY AND
VOCATIONAL SCHOOLS OF VERMONT
IN....VERMONT DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL - TECHNICAL EDUCATION
YR....1978
NT....32 P., 4 COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, *GUIDES, VOCATIONAL SCHOOLS

AN....G00182
AU....MALLIS, JACKIE; HEINEMANN, ALISON
TI....BOOK 1: RECOGNIZING CHARACTERISTICS OF THE GIFTED AND TALENTED
SE....REACHING FOR THE STARS: A MINICOURSE FOR EDUCATION OF GIFTED STUDENTS,
REVISED EDITION
PB....MULTI MEDIA ARTS
P.O. BOX 14486
AUSTIN, TX 78761
YR....1979
NT....VI, 107 P., RENZULLI/SMITH "SCALES FOR RATING THE BEHAVIORAL
CHARACTERISTICS OF SUPERIOR STUDENTS" INCLUDED
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, *SCREENING TESTS, TEACHING
METHODS, INSERVICE TEACHER EDUCATION

AN....G00184
AU....MALLIS, JACKIE; HEINEMANN, ALISON
TI....BOOK 3: SEARCHING FOR UNDERACHIEVERS AMONG THE GIFTED/TALENTED
SE....REACHING FOR THE STARS: A MINICOURSE FOR EDUCATION OF GIFTED STUDENTS, REVISED EDITION
PB....MULTI MEDIA ARTS
P.O. BOX 14486
AUSTIN, TX 78761
YR....1979
NT....VI, 50 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *UNDERACHIEVEMENT, *TEACHING METHODS, INSERVICE TEACHER EDUCATION

AN....G00185
AU....MALLIS, JACKIE; ALEXANDER, NANCY
TI....BOOK 4: SEARCHING FOR GIFTED/TALENTED STUDENTS AMONG THE HANDICAPPED
SE....REACHING FOR THE STARS: A MINICOURSE FOR EDUCATION OF GIFTED STUDENTS, REVISED EDITION
PB....MULTI MEDIA ARTS
P.O. BOX 14486
AUSTIN, TX 78761
YR....1979
NT....VIII, 62 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISABILITIES, TEACHING METHODS, LEARNING ACTIVITIES

AN....G00186
AU....MALLIS, JACKIE; DUKE, ELIZABETH
TI....BOOK 5: SEARCHING FOR GIFTED/TALENTED STUDENTS AMONG THE DISADVANTAGED
SE....REACHING FOR THE STARS: A MINICOURSE FOR EDUCATION OF GIFTED STUDENTS, REVISED EDITION
PB....MULTI MEDIA ARTS
P.O. BOX 14486
AUSTIN, TX 78761
YR....1979
NT....VI, 56 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISADVANTAGED, MINORITY GROUPS, TEACHING METHODS

AN....G00221
AU....RENZULLI, JOSEPH S. ET AL.
TI....THE REVOLVING DOOR IDENTIFICATION MODEL
PB....CREATIVE LEARNING PRESS
P.O. BOX 320
MANSFIELD CENTER, CT 06250
YR....1981
NT....248 P., FORMS, TESTS LISTING
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *IDENTIFICATION, *CURRICULUM DEVELOPMENT, PARENT ROLE, TEACHER ROLE

IV. Programming (Curricula and Instruction)

AN....G00022
CA....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
TI....CURRICULUM
PB....EIC-SOUTH
SEWELL, NJ 08080
IN....IGATE - INSTITUTE FOR GIFTED AND TALENTED EDUCATION
YR....1978
NT....63 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *CURRICULUM GUIDES, MODELS, *CURRICULUM DESIGN

AN....G00026
CA....STATE OF MINNESOTA DEPARTMENT OF EDUCATION
TI....PROGRAM OPTIONS FOR GIFTED AND TALENTED STUDENTS
PB....STATE FUNDING FOR THE GIFTED AND TALENTED IN MINNESOTA PUBLIC SCHOOLS
STATE OF MINNESOTA DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
ST. PAUL, MN
YR....1980
NT....12 P., MINNESOTA PROGRAMS LISTED
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, MODELS

AN....G00032
AU....FREEMAN, DARLENE; STUART, VIRGINIA
TI....RESOURCES FOR GIFTED CHILDREN IN THE NEW YORK AREA
PB....TRILLIUM PRESS
P.O. BOX 921
NEW YORK, NY 10010
YR....1979
NT....350 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *RESOURCES, *GUIDES, BOOKS, DIRECTORIES

AN....G00035
AU....POLETTE, NANCY; HAMLIN, MARJORIE
TI....EXPLORING BOOKS WITH GIFTED CHILDREN
PB....LIBRARIES UNLIMITED
P.O. BOX 263
LITTLETON, CO 80160
YR....1980
NT....214 P., TWO COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *CHILDRENS LITERATURE, READING MATERIAL SELECTION,
ELEMENTARY EDUCATION, *BOOKS

AN....G00036
SL....GIFTED CHILDREN NEWSLETTER
PB....GIFTED AND TALENTED PUBLICATIONS
530 UNIVERSITY AVENUE
PALO ALTO, CA 94301
YR....1980
NT....MONTHLY. SCATTERED ISSUES HELD FROM 1981
FM....NEWSLETTER
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*PERIODICALS

AN....G00037
AU....WOOSTER, JUDITH S.
TI....WHAT TO DO FOR THE GIFTED FEW - A HANDBOOK OF STRATEGIES FOR
DIFFERENTIATING INSTRUCTION FOR GIFTED AND TALENTED STUDENTS
PB....D.O.K. PUBLISHERS
BUFFALO, NY 14214
YR....1978
NT....32 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, CURRICULUM DEVELOPMENT

AN....G00039
AU....BARTEL, ELAINE V. ET AL., EDS.
TI....PEAKS OF EXCELLENCE: A CURRICULUM FOR GIFTED - SET I
PB....PEAKS OF EXCELLENCE, INC.
YR....1980
AV....ELIZABETH M. JONES 35750 HARBOR COURT OCONOMOWOC, WI 53066
NT....233 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *CURRICULUM GUIDES, ELEMENTARY EDUCATION

AN....G00040
CA....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED & TALENTED
TI....EDUCATING THE PRESCHOOL/PRIMARY GIFTED AND TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1980
NT....258 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, ABILITY IDENTIFICATION, PROGRAM DESIGN, PARENT PARTICIPATION, *PRESCHOOL CHILDREN, RESEARCH REPORTS, *EARLY CHILDHOOD EDUCATION

AN....G00042
AU....TREFFINGER, DONALD J.
TI....ENCOURAGING CREATIVE LEARNING FOR THE GIFTED AND TALENTED - A HANDBOOK OF METHODS AND TECHNIQUES
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
YR....1980
NT....112 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *CREATIVITY, GUIDES, EDUCATIONAL METHODS, *CREATIVE DEVELOPMENT, MODELS

AN....G00047
AU....MINDELL, PHYLLIS; STRACHER, DOROTHY
TI....FIRST THE FUNDAMENTALS: READING AND WRITING FOR THE GIFTED
PB....WELL-READ, INC.
12 CRANSTON ROAD
PITTSFORD, NY 14534
YR....1981
NT....141 P., EVALUATION SHEET
FM....LOOSELEAF, 47 P. PARENTS MANUAL INCLUDED
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*TALENT, *GIFTED, LITERATURE, MYTHOLOGY, *WRITING (COMPOSITION), *READING INSTRUCTION, PROGRAM DESIGN

AN....G00048
AU....JOHNSON, BARBARA, ED.
TI....A NEW GENERATION OF LEADERSHIP - EDUCATION FOR THE GIFTED IN LEADERSHIP
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1975
NT....85 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *LEADERSHIP TRAINING, RESEARCH REPORTS, *LEADERSHIP QUALITIES

AN....G00049
AU....SATO, IRVING S. ET AL.
TI....DEVELOPING A WRITTEN PLAN FOR THE EDUCATION OF GIFTED AND TALENTED
STUDENTS
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1974
NT....62 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, *PROGRAM DESIGN, RESEARCH REPORTS, MODELS

AN....G00051
AU....MILEY, JAMES F. ET AL.
TI....PROMISING PRACTICES: TEACHING THE DISADVANTAGED GIFTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1975
NT....57 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISADVANTAGED YOUTH, *CREATIVITY, CULTURAL
DIFFERENCES

AN....G00052
CA....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED & TALENTED
TI....IDEAS FOR URBAN/RURAL GIFTED/TALENTED: CASE HISTORIES AND PROGRAM
PLANS
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1978
NT....93 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, PROGRAM DESIGN, *RURAL AREAS, *URBAN AREAS, *CASE
STUDIES

AN....G00053
AU....KANIGHER, HERBERT
TI....EVERYDAY ENRICHMENT FOR GIFTED CHILDREN AT HOME AND SCHOOL
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1977
NT....97 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, *PARENT PARTICIPATION, ENRICHMENT, LEARNING ACTIVITIES

AN....G00062
AU....MCELROY, JOHN L.
TI....GUIDE FOR DEVELOPING CLUSTER CLASSES AND SELF-INITIATED STUDIES: SECONDARY GIFTED, GRADES 7-12
PB....SAN DIEGO CITY SCHOOLS
SAN DIEGO, CA
YR....1972
NT....54 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, GUIDES, PROGRAM DESIGN, INDEPENDENT STUDY, SECONDARY EDUCATION

AN....G00066
AU....LETZTER, FREDERICK P.
TI....INQUIRY TEACHING: A STRATEGY TO MEET THE SPECIAL NEEDS AND CHARACTERISTICS OF THE GIFTED AND CREATIVE STUDENT
SE....ACTION
PB....AGATE PRESS
DINGMAN POINT
ALEXANDRIA BAY, NY 13607
YR....1979
NT....31 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INQUIRY, MODELS

AN....G00072
AU....EHRLICH, VIRGINIA Z.
TI....THE ROLE OF READING IN THE ASTOR PROGRAM FOR INTELLECTUALLY GIFTED PRE-SCHOOL CHILDREN
SE....ACTION
PB....AGATE PRESS
DINGMAN POINT
ALEXANDRIA BAY, NY 13607
YR....1978
NT....21 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, MODELS, READING PROGRAMS, PRESCHOOL CHILDREN

AN....G00085
AU....BUTTERFIELD, SHERRI M. ET AL.
TI....DEVELOPING IEPS FOR THE GIFTED/TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1979
NT....71 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INDIVIDUALIZED INSTRUCTION, PROGRAM DESIGN, EDUCATIONAL PLANNING

AN....G00089
AU....LEWIS, CHRISTINE L. ET AL.
TI....GEMINI - GIFTED EDUCATION MANUAL FOR INDIVIDUALIZING NETWORKS OF INSTRUCTION
PB....TRILLIUM PRESS
P.O. BOX 921
MADISON SQUARE STATION
NEW YORK, NY 10010
YR....1980
NT....50 P.
FM....LOOSE-LEAF
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INDEPENDENT STUDY, *INDIVIDUALIZED INSTRUCTION, NETWORKS

AN....G00093
AU....WOOD, VIRGIL S.
TI....DIFFERENTIAL EDUCATION FOR THE GIFTED
SE....A PERSPECTIVE THROUGH A RETROSPECTIVE, VOLUME 2
PB....PRINTCRAFT
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1980
NT....252 P., NEW EDITION, FORMERLY "EDUCATION FOR THE GIFTED: AN AXIOMATIC APPROACH", COPYRIGHT 1961
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *EDUCATIONAL PHILOSOPHY

AN....G00107
AU....WEBER, PATRICIA
TI....QUESTION QUEST: DISCOVERING WAYS TO ASK WORTHWHILE QUESTIONS
PB....DOK PUBLISHERS
BUFFALO, NY 14214
YR....1978
NT....67 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*RESEARCH METHODOLOGY, GUIDES, *STUDY GUIDES, *INQUIRY

AN....G00110
AU....EBERLE, BOB ; HALL, ROSIE
TI....AFFECTIVE DIRECTION - PLANNING AND TEACHING FOR THINKING AND FEELING
PB....DOK PUBLISHERS
BUFFALO, NY 14214
YR....1979
NT....168 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*COGNITIVE PROCESSES, EMOTIONAL RESPONSE, MOTIVATION, *AFFECTIVE
OBJECTIVES, CURRICULUM

AN....G00126
AU....PARNES, SIDNEY J.
TI....CREATIVITY: UNLOCKING HUMAN POTENTIAL
PB....DOK PUBLISHERS
BUFFALO, NY 14214
IN....CREATIVE EDUCATION FOUNDATION
STATE UNIVERSITY COLLEGE AT BUFFALO
YR....1972
NT....71 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*CREATIVITY, RESEARCH REPORTS, *CREATIVE DEVELOPMENT, PROBLEM SOLVING

AN....G00141
AU....KHATENA, JOE
TI....THE CREATIVELY GIFTED CHILD: SUGGESTIONS FOR PARENTS AND TEACHERS
PB....VANTAGE PRESS
516 WEST 34TH STREET
NEW YORK, NY 10001
YR....1978
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*TALENT, *GIFTED, *CREATIVE DEVELOPMENT, *CREATIVITY, PARENT ROLE

AN....G00176
AU....JENKINS, REVA C.W.
TI....RESOURCE GUIDE TO PRESCHOOL AND PRIMARY PROGRAMS FOR THE GIFTED AND TALENTED
PB....CREATIVE LEARNING PRESS
P.O. BOX 320
MANSFIELD CENTER, CONN. 06250
YR....1979
NT....87 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, REFERENCE MATERIALS, *PRESCHOOL EDUCATION, *PRIMARY EDUCATION

AN....G00191
AU....MALLIS, JACKIE; HEINEMANN, ALISON
TI....BOOK 10: PROVIDING GUIDANCE AND COUNSELING FOR THE GIFTED/TALENTED
SE....REACHING FOR THE STARS: A MINICOURSE FOR EDUCATION OF GIFTED STUDENTS, REVISED EDITION
PB....MULTI MEDIA ARTS
P.O. BOX 14486
AUSTIN, TX 78761
YR....1979
NT....VI, 167 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *COUNSELING, SCREENING TESTS, SOCIAL DEVELOPMENT, *GUIDANCE PROGRAMS

AN....G00192
AU....BLOOM, BENJAMIN S., ED.
TI....TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS, HANDBOOK 1: COGNITIVE DOMAIN
PB....LONGMAN 19W 44TH STREET
NEW YORK, NY 10036
YR....1981
NT....207 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*EDUCATIONAL OBJECTIVES, *COGNITIVE DEVELOPMENT, CLASSIFICATION, *GOAL ORIENTATION, GUIDES

AN....G00194
AU....KRATHWOHL, DAVID R. ET AL.
TI....TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS, HANDBOOK 2: AFFECTIVE DOMAIN
PB....LONGMAN
19 W 44TH STREET
NEW YORK, NY 10036
YR....1981
NT....196 P., BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*AFFECTIVE BEHAVIOR, *EDUCATIONAL OBJECTIVES, CLASSIFICATION, *GOAL ORIENTATION, GUIDES

AN....G00200
AU....RENZULLI, JOSEPH S.; SMITH, LINDA H.
TI....A GUIDEBOOK FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS (IEP)
FOR GIFTED AND TALENTED STUDENTS
PB....CREATIVE LEARNING PRESS
P.O. BOX 320
MANSFIELD CENTER, CT 06250
YR....1979
NT....51 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INIDIVIDUALIZED INSTRUCTION, *PROGRAM DEVELOPMENT,
CURRICULUM

AN....G00208
AU....KARNES, MERLE B., ET AL.
TI....NURTURING INTELLECTUAL TALENT IN EARLY CHILDHOOD
SE....RETRIEVAL AND ACCELERATION OF PROMISING YOUNG HANDICAPPED AND TALENTED
PB....INSTITUTE FOR CHILD BEHAVIOR AND DEVELOPMENT
UNIVERSITY OF ILLINOIS
URBANA, IL 61801
YR....1978
NT....20 P., ANNOTATED BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISABILITIES, *INTELLECTUAL DEVELOPMENT,
*COGNITIVE DEVELOPMENT, EARLY CHILDHOOD EDUCATION, LEARNING
ACTIVITIES

AN....G00209
AU....KARNES, MERLE B., ET AL.
TI....NURTURING PSYCHOMOTOR TALENT IN EARLY CHILDHOOD
SE....RETRIEVAL AND ACCELERATION OF PROMISING YOUNG HANDICAPPED AND TALENTED
PB....INSTITUTE FOR CHILD BEHAVIOR AND DEVELOPMENT
UNIVERSITY OF ILLINOIS
URBANA, IL 61801
YR....1978
NT....24 P., ANNOTATED BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISABILITIES, *PSYCHOMOTOR SKILLS, *EARLY
CHILDHOOD EDUCATION, LEARNING ACTIVITIES

AN....G00216
AU....KARNES, FRANCES A.; COLLINS, EMILY C.
TI....HANDBOOK OF INSTRUCTIONAL RESOURCES AND REFERENCES FOR TEACHING THE
GIFTED
PB....ALLYN AND BACON
ATLANTIC AVENUE
BOSTON, MA 02210
YR....1980
NT....232 P., ANNOTATED BIBLIOGRAPHY, PUBLISHERS LIST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *TEACHING GUIDES, MATERIAL DEVELOPMENT,
*INSTRUCTIONAL MATERIALS

AN....G00218
AU....SELLIN, DONALD F.; BIRCH, JACK W.
TI....PSYCHOEDUCATIONAL DEVELOPMENT OF GIFTED AND TALENTED LEARNERS
PB....ASPEN SYSTEMS
YR....1981
NT....319 P., BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PSYCHOEDUCATIONAL METHODS, *COGNITIVE DEVELOPMENT,
EDUCATIONAL PHILOSOPHY

AN....G00231
SL....FOCUS ON EXCEPTIONAL CHILDREN
PB....LOVE PUBLISHING CO.
EXECUTIVE AND EDITORIAL OFFICE
1777 SOUTH BELLAIRE STREET
DENVER, CO 80222
NT....MONTHLY EXCEPT JUNE, JULY, AUGUST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*PERIODICALS

V. Teacher Selection and Education

AN....G00012
AU....LINDSEY, MARGARET
TI....TRAINING TEACHERS OF THE GIFTED AND TALENTED
SE....PERSPECTIVES ON GIFTED AND TALENTED EDUCATION
PB....TEACHERS COLLEGE PRESS
1234 AMSTERDAM AVENUE
NEW YORK, NY 10027
YR....1980
NT....60 P., COPYRIGHT HELD UNTIL 1985, ANNOTATED BIBLIOGRAPHY, TWO COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *TEACHER EDUCATION, PROGRAM DESIGN

AN....G00017
AU....BOSTON, BRUCE O.
TI....SORCERER'S APPRENTICE: CASE STUDY IN THE ROLE OF THE MENTOR
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
IN....ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED
YR....1978
NT....35 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *MENTORS

AN....G00043
AU....KAPLAN, SANDRA N. ET AL.
TI....INSERVICE TRAINING MANUAL: ACTIVITIES FOR IDENTIFICATION/PROGRAM
PLANNING FOR THE GIFTED/TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
MARYLAND STATE DEPARTMENT OF EDUCATION
BALTIMORE, MD
YR....1979
NT....142 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, GUIDES, PROGRAM DESIGN, *IDENTIFICATION, *INSERVICE
TEACHER EDUCATION

AN....G00045
AU....TREFFINGER, DONALD J. ET AL.
TI....REACH EACH YOU TEACH: A HANDBOOK FOR TEACHERS
PB....DOK PUBLISHERS
BUFFALO, NY 14214
YR....1979
NT....80 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, CURRICULUM DEVELOPMENT, *TEACHING GUIDES

AN....G00059
AU....KAPLAN, SANDRA N.
TI....INSERVICE TRAINING MANUAL: ACTIVITIES FOR DEVELOPING CURRICULUM FOR THE GIFTED/TALENTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1979
NT....165 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INSERVICE TEACHER EDUCATION, CURRICULUM DEVELOPMENT, ACTIVITIES, TRAINING

AN....G00060
AU....MARTINSON, RUTH A.
TI....GUIDE TOWARD BETTER TEACHING FOR THE GIFTED
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1976
NT....72 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, TEACHERS, CASE STUDIES

AN....G00064
AU....STOVALL, BETTY J.; TONGUE, CORNELIA
TI....ITINERANT RESOURCE TEACHERS FOR GIFTED/TALENTED - MANUAL/HANDBOOK
PB....NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN
RALEIGH, NC 27611
YR....1975
NT....70 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, RESOURCE TEACHERS, PROGRAM DESIGN, TEACHING GUIDES, *ITINERANT TEACHERS

AN....G00073
AU....MCCARTHY, REGAN
TI....ASSESSMENT OF COMPETENCIES OF TEACHERS OF THE INTELLECTUALLY GIFTED
SE....ACTION
PB....AGATE PRESS
INDIAN RIVER CENTRAL SCHOOL
PHILADELPHIA, NY 13673
YR....1979
NT....19 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, EVALUATION, *TEACHER EVALUATION, SPECIALISTS

AN....G00104
AU....BLANNING, JEAN M., ED.
TI....A MULTI-DIMENSIONAL INSERVICE GUIDEBOOK FOR PROFESSIONAL PERSONNEL IN GIFTED AND TALENTED
SE....CONN.CEPT XI: CONNECTICUT'S PLANNING FOR THE GIFTED AND TALENTED
PB....CONNECTICUT STATE DEPARTMENT OF EDUCATION
HARTFORD, CT
IN....CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
BUREAU OF STUDENT SERVICES
HARTFORD, CT
YR....1980
AV....132 P., 2 COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, PROFESSIONAL TRAINING, *INSERVICE TEACHER EDUCATION

AN....G00132
AU....KERSH, MILDRED E.
TI....MODULE 5 - CURRICULUM I PRINCIPLES (INSERVICE MATERIALS)
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WA
IN....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
1410 SOUTH 200TH STREET
SEATTLE, WA 98148
YR....1980
NT....55 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *INSERVICE EDUCATION, GUIDES, *CURRICULUM DEVELOPMENT

AN....G00133
CA....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
TI....MODULE 6 - CURRICULUM II SAMPLE LESSONS-PATTERNS (INSERVICE MATERIAL)
(SECONDARY LEVEL)
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WA
IN....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
1410 SOUTH 200TH STREET
SEATTLE, WA 98148
YR....1980
NT....94 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, SECONDARY EDUCATION, *INSERVICE EDUCATION, LESSON
PLANS, *CURRICULUM DEVELOPMENT, TEACHER WORKSHOPS

AN....G00193
AU....GINSBERG, GINA; HARRISON, CHARLES H.
TI....HOW TO HELP YOUR GIFTED CHILD: A HANDBOOK FOR PARENTS AND TEACHERS
PB....MONARCH PRESS
1230 AVENUE OF THE AMERICAS
NEW YORK, NY 10020
YR....0977
NT....197 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT PARTICIPATION, *PROGRAM IMPLEMENTATION,
TEACHING METHODS, GUIDES, ENRICHMENT ACTIVITIES

AN....G00196
AU....GOWAN, JOHN CURTIS ET AL, EDS.
TI....THE GUIDANCE OF EXCEPTIONAL CHILDREN: A BOOK OF READINGS, 2ND EDITION
PB....LONGMAN, INC.
19 W 44TH STREET
NEW YORK, NY 10036
YR....1980
NT....465 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *DISABILITIES, *COUNSELING, *GUIDANCE PROGRAMS,
SOCIAL ADJUSTMENT

VI. Communication and Awareness

AN....G00011
CA....AMERICAN ASSOCIATION FOR GIFTED CHILDREN
TI....REACHING OUT: ADVOCACY FOR THE GIFTED AND TALENTED
SE....PERSPECTIVES ON GIFTED AND TALENTED EDUCATION
PB....TEACHERS COLLEGE PRESS
1234 AMSTERDAM AVENUE
NEW YORK, NY 10027
YR....1980
NT....37 P., COPYRIGHT HELD UNTIL 1985, BIBLIOGRAPHY, TWO COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *LOBBYING, ORGANIZATIONAL EFFECTIVENESS,
*ORGANIZATIONS (GROUPS)

AN....G00013
AU....HALL, ELEANOR G.; SKINNER, NANCY
TI....SOMEWHERE TO TURN: STRATEGIES FOR PARENTS OF THE GIFTED AND TALENTED
SE....PERSPECTIVES ON GIFTED AND TALENTED EDUCATION
PB....TEACHERS COLLEGE PRESS
1234 AMSTERDAM AVENUE
NEW YORK, NY 10027
YR....1980
NT....60 P., COPYRIGHT HELD UNTIL 1985, TWO COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT PARTICIPATION, PARENT ROLE, IDENTIFICATION

AN....G00016
AU....KAUFMANN, FELICE
TI....YOUR GIFTED CHILD AND YOU
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
IN....ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN
YR....1979
NT....56 P., PARENT ORGANIZATIONS LIST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *FAMILY ATTITUDES, *CREATIVITY, PARENT CHILD RELATIONSHIP,
*TALENT, *PARENT ROLE, *IDENTIFICATION

AN....G00041
AU....COFFEY, KAY ET AL.
TI....PARENTSPEAK ON GIFTED AND TALENTED CHILDREN
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1976
NT....61 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, *PARENT ASPIRATION, *PARENT SCHOOL
RELATIONSHIP, ORGANIZATIONS (GROUPS), PARENT ROLE

AN....G00046
AU....DELP, JEANNE L.; MARTINSON, RUTH A.
TI....A HANDBOOK FOR PARENTS OF GIFTED AND TALENTED [ALSO HELPFUL FOR
EDUCATORS]
PB....VENTURA COUNTY SUPERINTENDENT OF SCHOOLS
VENTURA, CA
IN....NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND
THE TALENTED
CIVIC CENTER TOWER BUILDING, SUITE PH-C
316 WEST SECOND STREET
LOS ANGELES, CA 90012
YR....1977
NT....102 P., FORMERLY "THE GIFTED AND TALENTED: A HANDBOOK FOR PARENTS"
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *GUIDES, *PARENT PARTICIPATION, PRESCHOOL CHILDREN,
ELEMENTARY SCHOOL STUDENTS

AN....G00067
AU....KELLY, PAMELA M. ET AL.
TI....ENVIRONMENT FOR LEARNING - USING COMMUNITY RESOURCES FOR THE GIFTED
PB....EDUCATIONAL IMPROVEMENT CENTER-SOUTH
SEWELL, NJ
YR....1980
NT....125 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *SCHOOL COMMUNITY PROGRAMS, MODELS, ENVIRONMENTAL
EDUCATION

AN....G00074
AU....BUISMAN, JACKIE
TI....ORGANIZING A PARENT SUPPORT GROUP FOR TALENTED AND GIFTED
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATON FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....27 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT PARTICIPATION, PARENT ROLE, GROUP STRUCTURE

AN....G00076
AU....WOOD, SAMELLYN
TI....PARENTING GIFTED CHILDREN
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATON FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....25 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT ROLE, INDIVIDUAL DEVELOPMENT, *PARENT
PARTICIPATION

AN....G00078
AU....EBELING, ALFREDA
TI....COUNSELING YOUR GIFTED CHILD
SE....OREGON SERIES ON TALENTED AND GIFTED EDUCATION
PB....OREGON STATE DEPARTMENT OF EDUCATION/NORTHWEST REGIONAL EDUCATIONAL
LABORATORY
IN....OREGON ASSOCIATON FOR TALENTED AND GIFTED
P.O. BOX 930
BEAVERTON, OR 97005
YR....1979
NT....17 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *COUNSELING, PARENT ROLE

AN....G00114
AU....MATSON, GLENNA
TI....MODULE 1 - AWARENESS (INSERVICE MATERIAL)
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
1410 SOUTH 200TH STREET
SEATTLE, WA 98148
IN....STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
OLYMPIA, WA 98504
YR....1980
NT....70 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PROGRAM DESIGN, CURRICULUM DEVELOPMENT, *INSERVICE
EDUCATION, TEACHING GUIDES

AN....G00115
CA....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
TI....MODULE 2 - PARENT INVOLVEMENT - HOW TO ORGANIZE A PARENT GROUP
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
IN....NORTHWEST GIFTED CHILD ASSOCIATION
P.O. BOX 1226
BELLEVUE, WA 98009
YR....1980
NT....30 P., SOME PAGES POORLY PRODUCED
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, ORGANIZATION, *PARENT PARTICIPATION, *GUIDES,
*PARENT ROLE

AN....G00116
AU....PECK, JUNE
TI....MODULE 2 - PARENT INVOLVEMENT (INSERVICE MATERIAL)
SE....PORTABLE INSERVICE AND CURRICULUM LABS
PB....NORTHWEST CLEARINGHOUSE FOR GIFTED EDUCATION
EDUCATIONAL SERVICE DISTRICT NO. 121
1410 SOUTH 200TH STREET
SEATTLE, WA 98148
IN....STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
OLYMPIA, WA 98504
YR....1980
NT....36 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT PARTICIPATION, PROGRAM DESIGN, *INSERVICE
EDUCATION, *GUIDES

AN....G00117
AU....EBERLE, BOB ; HALL, ROSIE EMERY
TI....AFFECTIVE EDUCATION GUIDEBOOK - CLASSROOM ACTIVITIES IN THE REALM OF FEELINGS
PB....DOK PUBLISHERS
BUFFALO, NY 14214
YR....1975
NT....176 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GUIDES, ATTITUDES, *EMOTIONAL EXPERIENCE, *AFFECTIVE OBJECTIVES, LEARNING ACTIVITIES, CURRICULUM

AN....G00163
AU....ALVINO, JAMES; MYERS, DORI
TI....UTILIZING MEDIA FOR EFFECTIVE PUBLIC AWARENESS IN GIFTED AND TALENTED EDUCATION
PB....EDUCATIONAL IMPROVEMENT CENTER-SOUTH
SEWELL, NJ
YR....1979
NT....29 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, GUIDES, *NEWS WRITING, TELECOMMUNICATIONS, PUBLICITY

AN....G00164
AU....RAMSDEN,CAROL STACY; GERHART, MARSHA
SL....WINGS - WISDOM IN NURTURING GIFTED STUDENTS
PB....CAROL STACY RAMSDEN
4605 BROOKHILL DRI[illegible]RTH
MANILUS, NY 13104
NT....NINE TIMES A YEAR
FM....NEWSLETTER
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*PERIODICALS

AN....G00165
AU....MILLER, BERNARD S., ED. ; PRICE, MERLE, ED.
TI....THE GIFTED CHILD - THE FAMILY AND THE COMMUNITY
PB....WALKER & CO.
IN....AMERICAN ASSOCIATION FOR GIFTED CHILDREN
YR....1981
NT....ANNOTATED REFERENCE LIST
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT ROLE, ESSAYS, *COMMUNITY INVOLVEMENT

AN....G00166
AU....PERINO, SHEILA C.; PERINO, JOSEPH
TI....PARENTING THE GIFTED: DEVELOPING THE PROMISE
SE....SERVING SPECIAL POPULATIONS
PB....R. R. BOWKER
1180 AVENUE OF THE AMERICAS
NEW YORK, NY 10036
YR....1981
NT....214 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, IDENTIFICATION, *PARENT ROLE, *GUIDES

AN....G00178
AU....PICKARD, PHYLLIS M.
TI....IF YOU THINK YOUR CHILD IS GIFTED
PB.....LINNET BOOKS
HAMDEN, CT
YR....1976
NT....160 P., BIBLIOGRAPHY
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, TALENT IDENTIFICATION, *PARENT STUDENT
RELATIONSHIP, FINE ARTS, *PARENT ROLE

AN....G00222
AU....BUGAJ, STEVE, ED.
TI....A PACKET FOR PARENTS OF GIFTED AND TALENTED STUDENTS: GRADES 6, 7 & 8
IN....MERRIMACK EDUCATION CENTER
YR....1981
FM....KIT, LOOSE SHEETS IN FOLDER
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TALENT, *PARENT ROLE, IDENTIFICATION, JUNIOR HIGH SCHOOL
STUDENTS, CREATIVITY

AN....G00224
CA....RESOURCES FOR THE GIFTED
TI....PARENT GUIDE TO RESOURCES FOR THE GIFTED
PB....RESOURCES FOR THE GIFTED
3421 NORTH 44TH STREET
PHOENIX, AZ 85018
YR....1981
NT....88 P., RECOMMENDED RESOURCES LIST WITH PRICES/ORDERING INFORMATION, 5
COPIES
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*RESOURCES, *GIFTED, *TALENT, *RESOURCE MATERIALS, EDUCATIONAL GAMES,
EDUCATIONAL EQUIPMENT

VII. Program Evaluation

AN....G00015
AU....FORTNA, RICHARD O.; BOSTON, BRUCE O.
TI....TESTING THE GIFTED CHILD: AN INTERPRETATION IN LAY LANGUAGE
PB....COUNCIL FOR EXCEPTIONAL CHILDREN
1920 ASSOCIATION DRIVE
RESTON, VA 22091
IN....ERIC CLEARINGHOUSE FOR HANDICAPPED AND GIFTED CHILDREN
YR....1976
NT....25 P.
LO....GIFTED AND TALENTED, ROOM 209 EB
DE....*GIFTED, *TEST THEORY, *EDUCATIONAL TESTING, CREATIVITY, INTELLIGENCE TESTS, STANDARDIZED TESTS, *TALENT

AN....G00023
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